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3 FACTORS TO CONSIDER IN THE PROGRAM DEVELOPMENT PROCESS/1

A. Collecting and Analyzing Background Information for Use in Program Development. Do the procedures provide for?

1. Obtaining selected information from census.
2. Collecting selected information on economics and social situations that may affect programs (local, county, State, national).
3. Collecting information about interests and problems from people or from families whom the program is going to affect.
 - (a) Through questionnaires or interest checks.
 - (b) Through observation records derived from personal contacts, office calls, discussion meetings, etc.
 - (c) From leaders and key people.
4. Examining programs of other local agencies and organizations.
5. Considering subject-matter research, the use of outlook information, and trends in subject matter as supplied by subject-matter specialists and others, through fact sheets, through talks, leaders' outlines, bulletins, etc.
6. Considering new problems arising and the reconsideration of old ones that are considered important by Extension as they relate to:
 - (a) Farm and home unit approach.
 - (b) Marketing and consumer education.
 - (c) Public affairs and community problems.
 - (d) Problems of low-income families.
 - (e) Young families and beginning farmers.

B. Participation or Involvement of People. Does the planning organization provide for?

1. Collecting, selecting, analyzing, and integrating important facts:
 - (a) By extension workers alone.
 - (b) By lay groups and individuals.
 - (c) By both extension workers and lay people.

/1 Adapted for use at Regional Extension Conference, New York City, August 18-19, 1955, by Gladys Gallup from material prepared by the Division of Extension Research and Training.

2. An overall county planning group representing:

- (a) Different geographic areas.
- (b) Farm, rural nonfarm and urban interests.
- (c) All income groups.
- (d) Younger families.
- (e) Different subject matter fields.

3. Subgroups for planning representing:

- (a) Agriculture.
- (b) Home economics.
- (c) 4-H Club work.
- (d) Different commodities.

4. An overall State planning group representing;

- (a) Different geographic areas.
- (b) Farm, rural nonfarm, urban interests.
- (c) All income groups.
- (d) Younger families.
- (e) Different subject matter fields.

C. Setting Objectives or Goals. Do procedures provide for?

1. County-wide or local planning meetings to decide on objectives or goals:

- (a) Long-time or general objectives.
- (b) Short-time or more immediate objectives to be accomplished during the current year.

2. Teaching objectives stated so that they will tell these three things:

- (a) Who will make the change.
- (b) The subject matter involved (content).
- (c) What kind of action will result if objectives are reached (behavior).

D. Carrying out the Program. Does the plan provide for?

1. Teaching activities based on objectives.

- (a) Training of local leaders.
- (b) Participation of local leaders in training local groups.
- (c) Use of all organizational resources to help carry out programs.

2. Sequence, follow-up or building programs, upon past programs.

3. Coordination and integration of agricultural, home economics and youth programs.
 - (a) Through long-time objectives.
 - (b) Through team effort of extension workers.
 - (c) Through working with other organizations.
4. Repetition of same idea or principle through many different teaching methods.
5. A plan of work which lists problems, objectives, how teaching is to be done, by whom, and a calendar of work which tells what and when.
6. A built-in information program to keep public informed about program and results.
7. Evaluation of outcomes in terms of objectives.

E. Following accepted principles:

1. In planning the program.
 - a. Involvement of people.
 - b. Goal setting with people.
 - c. Decision making by people.
 - d. Implementation by people.
2. In carrying out the program.
 - a. Continuity.
 - b. Sequence.
 - c. Coordination and integration.
 - d. Repetition.



